



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Reports from the Classical Field

It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Every one interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind.

THIRD ANNUAL MEETING OF THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH, CHICAGO, MARCH 29-30, 1907

PROVISIONAL PROGRAMME

FRIDAY MORNING, 10:00

"Some Spurious Inscriptions and Their Authors," by F. F. Abbott, University of Chicago.

"A Tour in Sicily" (illustrated), by E. W. Clark, Ripon College, Wis.

"Salaries and Efficiency," by Charles N. Smiley, Iowa College.

"The Uses of the Verb *Posse* in Latin as Related to the So-called 'Potential' Use of Latin Tenses," by Louise Preston Dodge, Louisville, Ky.

"The True Equipment of the Teacher," by May Bestor, Fargo, N. D.

"Latin Work in the Technological College," by George Petrie, Auburn, Ala.
President's Address, by Moses S. Slaughter, University of Wisconsin.

Business Meeting.

FRIDAY AFTERNOON, 2:30

"Vergil or Virgil," by Francis W. Kelsey, University of Michigan.

"Syntactical Problems in Caesar," by W. L. Carr, Shortridge High School, Indianapolis.

"Horace's Sabine Farm" (illustrated), by Walter Miller, Tulane University.

"The Four-Winged Geryon," by A. G. Laird, University of Wisconsin.

"Latin Teaching for the High Schools: A Study in Correlation," by F. C. Eastman, Iowa State Normal School.

FRIDAY EVENING

Address, by William Peterson, Principal of McGill University, Montreal.

SATURDAY MORNING, 9:00

"The Oft Recurring Sentiment, 'Men Are the State,'" by C. F. Smith, University of Wisconsin.

"The Topical Method in the Study of Vergil," by F. J. Miller, University of Chicago.

"Probae Plauti Feminae," by A. L. Bondurant, University, Miss.

"Paleographical Miscellany," by John Burnam, University of Cincinnati.

"Cicero, the Italian" by Grant Showerman, University of Wisconsin.

"Teachers of Latin and the Study of Old English," by Guido Stempel, Indiana University.

"The Discus Thrower in Ancient and Modern Times," by John Pickard, University of Missouri.

SATURDAY AFTERNOON, 2:30

"Aims and Methods in Secondary Latin," by Jennie R. Lippman, Mary Institute, St. Louis.

"The Supposed Literary Relations of Alciphron, Aelian and Longus," by Campbell Bonner, University of Nashville.

"The Meaning of *Συμθεός* II. i. 39," by John A. Scott, Northwestern University.

"The Success of Cicero as an Orator," by J. E. Granrud, University of Minnesota.

"Quintilian's Contribution to Education," by Edward Manly, Englewood High School, Chicago.

The Philological and Archaeological Meetings at Washington.—On January 2-4 at the George Washington University were held the meetings of the American Philological Association and the Archaeological Institute of America. On the evening of January 2, at a joint meeting, Professor Merrill of Trinity College, the president of the Philological Association, gave the annual address on "Certain Roman Characteristics."

On the afternoon of January 3 there was another joint meeting for the reading of papers. Professor Bates of the University of Pennsylvania discussed a base found by him at the Asclepieum in Athens, on which are four different inscriptions, one giving the name Menander. Professor Warren of Harvard read a paper on "The Stele Inscription in the Forum," in which he offered a complete restoration. The most important suggestions concerned lines 10-12. Professor Chase of Harvard described three very important archaic bronze tripods from Italy, recently purchased by James Loeb for \$7,000 apiece, which are to be exhibited for a year in the Metropolitan Museum of New York and then deposited in the Fogg Museum at Harvard. These tripods are covered with mythological scenes, especially from the labors of Heracles. They rank among the most important specimens of ancient Greek bronze-work. The other papers at the joint meeting were "Codrus' Chiron (Juv. iii. 205) and a Painting

from Herculaneum" by Professor Kelsey of Michigan; "Traces of Portraiture in Old Semitic Art," by Professor Torrey of Yale; "The Foci of Ancient Culture of the Mexican Tableland," by Mr. Edgar L. Hewett, who was elected director of the work in American archaeology with headquarters at Santa Fé.

Other archaeological papers, presented at the separate meetings of the Institute, were "Pre-Roman Antiquities" by Professor Baur of Yale, who described Mycenaean Tombs, and Phocaeen and Iberian antiquities in Spain; a paper by Professor Goodyear, of the Museum of the Brooklyn Institute, on "Curves in the Façade of the Roman Temple at Cori," recently discovered by Professor Giovanonni (these curves, first discovered in the Parthenon, exist also in Roman temples, as in the Maison Carrée at Nîmes, and the temple at Cori, and in mediaeval buildings, such as St. Mark's at Venice); "The Temples at Ostia," by Mr. Van Buren of Yale; "Sardes," with views of the ruins there, by Mr. Washburn, of Chicago; "An Interpretation of the Harpy Tomb," by Professor Tonks of Princeton, who sees Egyptian influence on the tomb; "Greek Vases at the University of Pennsylvania," by Professor Bates; "The Beginnings of Greek Sculpture," by Professor Fowler of Western Reserve, who opposed the theory that early Greek sculpture shows the influence of working in wood; "New Inscriptions from Sinope" by Dr. Robinson of Johns Hopkins; "Aphrodite and the Dione Myth," by Dr. Hadzsits, of Pennsylvania; "Pompeian Illustrations of Lucretius," by Professor Kelsey of Michigan (in the opening lines Lucretius had in mind the Venus Pompeiana); "Two Representations of the Birth of Dionysus," by Dr. Paton of Cambridge; "Archaeological Treasures of the Crimea," by Professor Wright of Oberlin (among other things a structure almost exactly like the so-called Treasury of Atreus was described); "Notes on the Excavations at Corinth and Sparta," by Dr. Cooley of Auburndale, Mass.

Other philological papers were "The Influence of Terence upon English Comedy," by Professor Ballentine, of Bucknell; "Virgil's *Georgics* and the British Poets," by Professor Mustard of Haverford; "The Time-Element in the Greek Drama," by Dr. Kent of Pennsylvania (showing how the chorus was used to take up time and to help the audience to imagine that a certain time had elapsed); "Latin Pronunciation and Accent," by Professor Radford of Elmira; "The Latinity Fetish," by Professor Harrington of Wesleyan, who advocated the reading of the Latin of the Empire and later times (for example, Erasmus and Scaliger) instead of uninteresting Caesar and Cicero; "A Proverb Attributed to the Rhetor Apollonius," by Professor Kellogg of Princeton; "Boyhood and Youth in the Days of Aristophanes," by Dr. Bryant of Harvard; "The Geographical Distribution of Oriental Cults in Gaul," by Professor Moore of Harvard; "The Death of Alcibiades," by Professor Perrin of Yale; "The Relation of Accent to Elision in Latin Comedy," by Professor Harkness of Brown; "The Effect of Enclitics on the Accent of Words in Latin," by Dr. Newcomer of the University of Michigan; "Budaus and the Lost Paris Codex of Pliny's Letters," by Professor Merrill of Trinity; "Prolegomena to the History and Lexicography of *De*," by Professor Fitz-Hugh of Virginia; "Notes on the History of Codex Γ

of Aristophanes;" "The Perfect Forms in Later Greek from Aristotle to Nonnus," by Professor Harry of Cincinnati; "A Conjectural Persian Original for Aristophanes, *Acharn.* 100," by Professor Tolman of Vanderbilt; "*Ei*-Readings in the MSS of Plautus," by Professor Anderson of Princeton; "The Possessive in the Predicate in Greek," by Professor Milden of Emory and Henry College.

About two hundred attended the meetings, coming from as far west as California and as far south as Alabama. The Middle West, especially, was well represented.

At the meeting of the Managing Committee of the American School of Classical Studies in Rome, Professor Jesse B. Carter was elected director of the school for three years to succeed Professor Norton. The Archaeological Institute appointed two associate secretaries, Professor Shipley for the Middle States and Professor Fairclough for the Pacific states, in addition to Professor Carroll for the East.

The Philological Association chose Professor Kelsey as its next president. A plan for a revision of the constitution was proposed, and lies over a year for report and consideration. By it the association would be organized in three sections, eastern, central, and western. The meetings of the whole association would then be biennial, and the sections would meet separately in the alternate years, or, if they wished, more frequently.

The next joint meeting of the two associations will be held at the University of Chicago, December 27-31, 1907.

The Philological Association of the Pacific Coast.—The eighth annual meeting of this association was held at the University of California, December 27-29. The printed programme, as usual, gave a brief statement indicating the line of treatment in each paper. This is a very helpful feature which deserves imitation in other programmes of this sort, for the benefit of those who cannot attend.

The president's address, by Professor Clapp, University of California, was on "The Mind of Pindar." Of the nineteen papers on the programme, eleven were on classical subjects, as follows:

"On Lucretius v. 1006," by Professor Merrill, University of California (defending the authenticity of the verse).

"The Lesser *Hic* Formulae in Roman Burial Inscriptions: Their Development and Significance," by Professor Church, University of Nevada.

"Note on the Correlatives of *Si*," by Professor Nutting, University of California.

"The Plot-Structure of the Sanskrit Drama," by Dr. Ryder, University of California (an abstract of the most important rules from Sanskrit works on dramatic art).

"A Lexicographical Study in Plato," and "The Character of the Hero in the Fourth Book of the Aeneid," by Professor Fairclough, Stanford University (discussed such criticism as that of Page and Glover on the effect of the Dido episode on the mind of Aeneas).

"The Interpretation of Plautus, *Rud.* 148-52," by Mr. Cerf, University of California (suggesting that *cena* and *prandium* may be one and the same meal).

"On a Certain Pronominal Usage in Plato," by Professor Elmore, Stanford University.

"Two Notes on Propertius" ii. 19. 23 ff. (*calamo* = limerod), iii. 9. 43 ff. (for *dure* read *docte*, i. e. Callimachus), by Professor Foster, Stanford University.

"The Idle Actor in Aeschylus" (to refute Dignan's thesis), and "Note on the Costume of the Greek Tragic Actor in the Fifth Century B. C." (certain corollaries that follow Smith's conclusion [*Harv. Stud.* XVI] that the buskin was not worn), by Professor Allen, University of California.

"The Bucolic Poems of Theocritus," by Professor Murray, Stanford University (discussing their date with reference to the assumed stay of Theocritus at Cos).

"The 'Clubbrusian Ironrattlian Islands' of Plautus, *Asin.* 33," by Professor Prescott, University of California (*molae* do not easily suggest islands, as Ussing proposes: the *insulae* are the Islands of Nowhere).

Meetings of Classical Teachers during the Christmas Vacation.—So far as could be ascertained, meetings were held this year in nine states, one more than last year. California had no meeting this year, but Minnesota and Wisconsin have been added to the list. A larger number of papers were read on the average, and among them also a larger proportion of papers dealing with subjects not primarily pedagogical. At some of the meetings a part or all of the discussion was in the nature of a symposium, the different papers taking up various phases of the same general topic. The abstracts which are given below, while necessarily incomplete, will nevertheless serve to give an idea of the things in which the teachers of the various states are interested.

Colorado

"The Famous Difficulties in Virgil's Account of the Lower World," by Professor George Norlin, University of Colorado.¹

"Difficult Constructions found in the First Four Books of Caesar's *Gallic War*," by Professor J. H. Hays, State Normal School.

The paper defended Caesar against the proposal of the Committee of Ten to substitute Nepos on account of the great amount of indirect discourse in the former. Indirect discourse is not felt to be specially hard in the first year, nor in Caesar till the pupil becomes "panicky" on reaching the fourteenth chapter. The writer argued against the notion that Caesar lacked interest and suggested lines of collateral reading in English literature.

"What Ought the College and the University to Do for the Student in Latin?" by Professor A. H. Harrop, University of Denver.²

"What Ought the High School to Do for the Student in Latin?" by H. M. Barrett, Pueblo High School.

¹ To be published in the *Classical Journal*.

² To be published in the *Classical Journal*.

"What are the Essential Aims of the Work in Second-Year Latin," by Gertrude E. Norris, Greeley High School.

Indiana

"Some Recently Discovered Sources of Ancient History," by Professor H. A. Hoffman, Indiana University.

The paper dealt with the Greek papyri discovered in Egypt in recent years, and gave a general presentation of the subject, intended to call attention to the important field of study here opened up to classical scholars. The documents, covering a period of about a thousand years, afford original material for many phases of the history of this period, such as the history of writing, transmission of texts, laws, contracts, business transactions, private life, early Christianity, administration, etc.

A translation was given of two marriage contracts and of a contract concerning a loan.

"An Experiment in Teaching Latin in the Seventh and Eighth Grades," by Alice Test, Richmond High School.

For eight years Latin or German has been an optional substitute in the Richmond schools for certain common branches during the last year and a half preceding the high school. The work is intended to be the equivalent of one year's work in the high school. Different methods are rendered necessary—simpler assignments, many explanations in English grammar, and more frequent repetition of forms and words. The children learn to pronounce easily and are not so timid about trying or so afraid of making mistakes as those a little older, and they have no difficulty in memorizing the inflections. Translation also is done readily enough, connected narrative being used when possible. The results obtained are satisfactory. Time is gained in the high school for an additional language or more Latin, and stronger work is done in other studies. The interest of those who begin early keeps up well; of the third- and fourth-year Latin students in the Richmond High School three-fourths began in the seventh grade.

"An Experiment in Latin Composition," by Professor F. H. Weng, State Normal School.

The paper explained an experiment made during the last two years at the State Normal School. The teacher selects from the previous week's reading a number of words, expressions, and constructions with which it has appeared that the class is not sufficiently familiar. Out of this material two students are asked to construct ten English sentences, which are revised if necessary, and then assigned to the whole class to translate into Latin. The advantages resulting from the method have proved to be a careful comparative study of English and Latin expression, a never-failing interest, and the possibility of keeping in closer touch with the class and of adapting the work to its individual needs.

"Mood Syntax in Caesar," by W. L. Carr, Shortridge High School, Indianapolis.

Iowa

"College Freshman Latin," by Professor C. N. Smiley, Iowa College.

Twenty-five per cent. of the freshmen who study Latin are ill-prepared, because they come from weak high schools. There is a crying need in the Middle West for laws providing state aid for these smaller schools. Under present conditions a part of the freshman year must be given to drill work on forms.

Selections from Livy, such as Burton's, with supplementary sight-reading from Eutropius, will help the student to an outline of Roman history which will serve his need in subsequent work in Latin literature.

More work should be done by the freshmen in the study of English derivatives from Latin.

"First Year Latin," by Professor F. H. Potter, University of Iowa.

It is not in the interest of the classics to emphasize the reading of Caesar as the sole or chief aim of two years of study. The so-called Caesar books for the first year do not give the best kind of preparation, even for Caesar; by using the words which occur most frequently in Caesar they make hard and uninteresting in the first year the one thing which might have been easy in the second; they give a distorted and one-sided view of the language. More and better work can be done in the second year, if the specific preparation for Caesar is made while reading this author.

"Preparatory Latin Composition," by Katherine G. Willis, West High School, Des Moines.

This paper gave an account of the writer's practice. The sentences are written by the pupils and corrected one day. On the following day a short test is given upon this lesson. The pupil's grade in Latin composition depends largely on this test.

Minnesota

"The Quantitative Reading of Latin Verse, including a Discussion of Scansion," by Professor J. B. Pike, University of Minnesota.

The metrical reading of Vergil being neglected in some of the high schools of the state, the paper made a plea for the reading of all the text translated. To correct slovenly pronunciation a text with the long vowels marked was recommended. The subject of formal scansion could be disposed of in a few lessons. Though the pronunciation of words in prose and poetry is absolutely the same except as poetic licenses are allowed, yet the throb of the verse (*ictus*, as the writer understands it) is distinctly felt as the syllables are pronounced with proper quantitative value.

"In the Study of Latin, Where Should the Emphasis Be Placed?" by Esther E. Adair, Owatonna High School.

This depends on the aim of the study, which should be primarily to train the pupil to grasp the essential facts of the language itself and thereby to develop his linguistic sense. Collateral work in history, antiquities, etc., is attractive and to a certain extent necessary, but if carried too far it will defeat the main end. The teacher can easily supply the greater part of the information necessary to an understanding of the text, and the pupil's efforts should be directed to a thorough study of words, forms, and sentence structure as a basis for the study of language and literature. This knowledge will be of the greatest value to him, whether he goes to college or not.

"The Plain Duty of the Classical Teacher to Encourage Capable Students to Take Latin," by Anna L. Cotton, Virginia, Minn.

This paper and the following one coincided in many points.

"The Cultural Value of Latin in the High School," by Ethel I. Weld, St. Peter High School.

As a preparation for life it is no reproach to a course of training that the facts of the study are later forgotten. Otherwise there could hardly be such a thing as general culture as distinguished from the acquisition of knowledge that is of immediate practical use only. Culture means that mental habits of the right kind shall be formed, which will be useful in a wide and general, and not merely in a narrow, individual sense. Accuracy, clearness of thought, the power of concentration, open-mindedness, self-reliance, and independence are some of the qualities which naturally result from the study of Latin. As Latin literature and the Roman government are basic facts in modern literatures and governments, they lead to a true understanding of much that we find in these. Cicero and Virgil lead directly to correct views of citizenship and correct taste in literature through the models of citizenship and of literary form which they present.

"Why Do More Students Drop Latin in the Second Year than in any Other Year, and How May this Be Overcome?" by Roy Merrill, Northfield High School.

"The Translation: How to Remedy its Abuse and Make it an Aid to the Mastery of English," by L. N. McWhorter, Central High School, Minneapolis.

Missouri

"The Need of Closer Articulation in the High-School Latin Curriculum," by R. H. Jordan, St. Joseph High School.

The difficulty which used to be felt in passing from the first to the second year has been largely removed by making the first year a "preparation for Caesar." But as a result an even more serious break has come to exist between the second and third years. The Caesar vocabulary and constructions, taught for two years, are inadequate for Cicero, and the step from one to the other is felt to be very difficult.

The remedy would be to devote the first year mainly to the acquisition of the forms and a general vocabulary, the first half of the second year to stories, fables, Eutropius and Nepos, and only the last half of the year to Caesar, preferably the third and fourth books, which present less technical difficulty. The work in composition during this time should not be based on the text, but should aim to supplement it by keeping the pupils in touch with constructions not used in Caesar.

"The Dramatic *Satura* and Its Relation to Roman Satire," by Dr. Howard V. Canter, University of Missouri.

From ancient authorities (especially Livy vii. 2, Val. Max. xi. 4. 4 and Hor. Ep. ii. 1. 145-60) it was long believed that the dramatic *satura*, an early kind of native drama, when it was replaced by the Graeco-Roman comedy, survived in a literary form and so was the prototype of the literary *satura* of Ennius, Lucilius, etc. But the remains of Ennius' *Saturae* show no apparent relationship to the dramatic *satura* as described by Horace and Livy.

Horace looked upon the dramatic *satura* as the earliest representative of satire, and he worked consciously under this belief (*Sat.* i. 4). But he is doubtless following the tradition of Livy that the dramatic *satura* at Rome represents the Old Comedy of Athens. And Hendrickson (*A. J. P.* XV, 1-30) shows convincingly that Livy's whole account is but an attempt to construct for Roman literature a parallel to the Old Comedy.

It is not possible to prove that the dramatic *satura* as described by Livy did not exist. But it can scarcely any longer be doubted that the use of the word *satura* with reference to compositions prior to Ennius is due to the later application of the word in the sense in which Lucilius used it. Thus we conclude that Roman satire begins with Ennius and does not go back to an origin like that given by Livy and Horace.

"Lucretius and Modern Science," by Professor A. L. Wolfe, Park College.

"Lucretius as a Poet of Nature," by Professor A. P. Hall, Drury College.

Nebraska

The programme of the Nebraska meeting was received too late to secure abstracts of the papers for this issue.

"Cicero's Life as a Pupil," by Sue Cooper, Gates Academy.

"Cicero's Life as a Politician," by Superintendent C. M. Barr, Wahoo.

"Caesar's Place in Literature," by Mary Scherzer, Dorchester.

"Why Should Latin Be Taught in Our Secondary Schools?" by Professor G. E. Barber, University of Nebraska.

New York

"The Beginning Work in Latin," by Principal W. B. Gunnison, Erasmus Hall High School, Brooklyn.

Twenty-four per cent. of the pupils who take up Latin fail in the first term. The main reason probably is that in the elementary schools technical English grammar has not been sufficiently studied to enable the pupils to pursue Latin with the speed which is required of them by the course. The remedy would be to introduce a brief course in technical English grammar, to waste no time by too much stress on pronunciation and the marking of vowels, and to avoid anything that does not have a direct bearing on the work of the first year. The difficulty is not confined to Latin, since the pupils who begin algebra fail in the same or a higher proportion.

"Practical Difficulties in Teaching Prose Composition," by Principal K. L. Thompson, Cattaraugus High School.

A number of difficulties were enumerated—ignorance of the English constructions, lack of originality and independence, belief in the inflexibility of the grammar, inability to apply rules. Failure is due not so much to a lack of vocabulary or of general knowledge of constructions, as to a lack of the power to make the proper discriminations which must precede their employment, and to the absence of a sure knowledge of the forms. An intimate knowledge of the constructions should be developed so that the pupil can recognize them in English as well as in Greek or Latin. The section on which the composition is to be based should first be carefully analyzed and studied. The translation into Greek should then be done at sight and in class, and the corrections should be accompanied by references to the grammar.

"Translation at Sight," by Professor Perley O. Place, Syracuse University.

The paper dealt with the kind of preparation that will lead to success in sight-translation. The fundamental force of a word should be grasped, rather than its meaning in a certain context. Thought should be associated with the sound of the Latin words throughout. The text should be read by the instructor, grouping the words that belong together, with proper emphasis, repetition, if necessary, and explanation of the meaning of the passage. Only thus can pupils be led to take the thought in the Latin order, which it is necessary to do before sight-reading will be successful. The translation will then be the thought recast in the English idiom. The first year's work is of pre-eminent importance in the formation of correct habits of approaching the text.

"The Possibilities and Limitations of Archaeological Helps in Illustrating Subject-Matter," by Winifred Ball, West High School, Rochester, and Elizabeth H. Haight, Vassar College.

Texas

"The Position of the Classics in the Education of the Twentieth Century," by Professor W. J. Battle, University of Texas.

The paper traced the history of the classics from ancient times to the Renaissance, when a new education arose which was based upon them and had as its first object the making of fluent and elegant speakers and writers of Latin. As conditions changed, this education lost its practical aim but was still held to be justified as discipline. In the nineteenth century many causes combined to overthrow the supremacy of the classics. The extent to which they are still studied was next considered. As to the future the speaker believed that the general recognition of the value of Latin would secure a place of honor for it. The number of students in Greek would be comparatively small. But the position of both languages in the education of the future rested largely with their teachers. Where teachers possessed knowledge, enthusiasm, and teaching power, Latin and Greek would maintain themselves.

"Grammar Study," by Miss E. C. Symington, San Antonio High School.

The high-school course allows time to master the average grammar and to apply its principles. If the year's work is methodically planned, the required reading can be done and the pupil can also learn to express in a few words what the grammatical principles are and to illustrate them. "Conversation classes" may be formed. A few question and answer words, idiomatic phrases, etc., will form a basis for conversation. Clear questions in Latin on review chapters of the text with brief and complete sentences in answer will help to make the grammar appear a "usable asset."

"The Aeneas Legend before Virgil," by Professor W. B. Daniel, Baylor University.

"The University Requirements in Latin," by Professor E. W. Fay, University of Texas.

"Beginning Latin," by T. B. Kendrick, Dallas High School.

"What Shall We Read?" by Dr. S. J. Jones, Thomas Arnold High School.

"Composition," by Professor F. A. Häuslein, North Texas Normal School.

"The Teaching of Virgil," by Anna C. Forsgard, Waco High School.

"What Is Our Aim in the Teaching of Latin?" by Miss F. E. Ottley, Austin High School.

Wisconsin

"The Study of Latin: Its Practical Aspect," by H. L. Terry, State Inspector of High Schools.

There is at present a lack of definite appreciation of the purposes and value of Latin in the high school. The most commonly recognized value is its effect on English, which is along three lines:

First, as a means of giving exercise and training in intensive reading to get exact thought. This is very practical since it is exactly such work as professional men and students must do in their work in reading difficult English after they leave school.

Second, in the enlargement of the pupil's English vocabulary. Latin teachers do not as a rule require enough care in the selection of the right word to fit the thought.

Third, in English composition through the translation. Here is the greatest opportunity as well as the greatest failure. Translations are accepted which cannot possibly be called English and which are not clearly understood by the pupils themselves.

Lastly, the study of Latin furnishes material of all grades of difficulty for exercises in English composition, and time should be taken for this work even though the amount of Latin read is decreased.

"The Study of Latin; Its Historical Importance," by Professor E. W. Clark, Ripon College.

To know how to help our fellow-men, we must know how to live, we must know how other men have lived, especially those who, like the Romans, have had a marked influence on succeeding generations. But to know well a nation, especially one of the remote past, we must study not only her literature, but also the remains of her cities and buildings, her art, amusements, religion, business, etc. Valuable as such study is, very little is done along this line in the high schools, because teachers have not the necessary knowledge. Moreover, Latin teachers do not secure proper equipment for the work of their department. The fault lies largely with themselves. Science teachers ask and receive. Latin teachers do not ask and therefore do not receive. Maps, books on ancient Rome and Roman life, photographs, or slides, are as essential to good Latin teaching as apparatus to the teacher of physics.

Considerable elementary work can be done along this line with the classes in beginning Latin, Caesar, Cicero, and Virgil. The young American is full of action,

not content to study simply from a book. Make his work appeal to him as the study of real men, and you will have more and better students in your classes and they will remain longer.

"The Study of Latin as an Element in Culture," By Attorney Charles Quarles, Milwaukee.^{*}

"The Study of Latin as a Promoter of Scholarship," by Professor J. R. Sherrick, Milwaukee Normal School.

"The Study of Latin; Its Disciplinary Value," by Edna B. Zinn, Menomonie High School.

Presentations of Classical Plays in England.—The performance of the *Eumenides* at Cambridge in November, and that of the *Phormio* by the boys of Westminster School in December were in accordance with an established tradition. At Cambridge a Greek play is given every third year. The combination of scholarship, painstaking care, appropriate music and scenery, and the skill that comes with long experience make these performances models of their kind, and they deservedly attract wide attention. The plays given in recent years have been the following: *Ion* (1890), *Iphigenia in Tauris* (1894), *Wasps* (1897), *Agamemnon* (1900), *Birds* (1903), *Eumenides* (1906).

The performances of Latin plays at Westminster School owe their origin to Queen Elizabeth. They are given in the college dormitory just before Christmas every year, unless the king, queen or heir to the throne has died within the year, or the royal house has suffered some other great calamity. Since 1860 a cycle of four plays has been in force, including the *Andria*, *Adelphi*, *Phormio*, and *Trinummus*, and these are performed one each year in the order given. It is the custom to add to the plays a prologue in Latin *senarii*, written of recent years by the head master and containing references to events in the school, and an epilogue, usually written by some old Westminster boy, in which the characters of the play appear in modern dress and engage in a dialogue full of pointed and comic references to the public events of the year just ending. In the performance of last December, which was an unusually good one, the epilogue is reported to have discussed the "suffragettes," the canned-meat scandal, Chinese labor, etc., with jokes which were, "in Latin, the result of almost diabolical ingenuity."

Bradford College is another institution which presents ancient plays at regular intervals. The cycle consists, apparently, of one play from each of the three Greek tragic writers: the *Agamemnon*, the *Alcestis*, and the *Antigone*. Each of these has been performed twice since 1890, the *Antigone* in 1890 and 1898, the *Agamemnon* in 1892 and 1900, and the *Alcestis* in 1895 and 1904. The college has an open-air theater, so that the performances naturally are given in the summer.

Besides these there have been recent performances at other places as follows: *Andromache* (Queen's College, 1893), *Iphigenia at Aulis* (University College, 1897), the Fifteenth Idyl of Theocritus (Bedford College, 1897), *Clouds* (Oxford, 1905).

^{*} To be published in the *Classical Journal*.